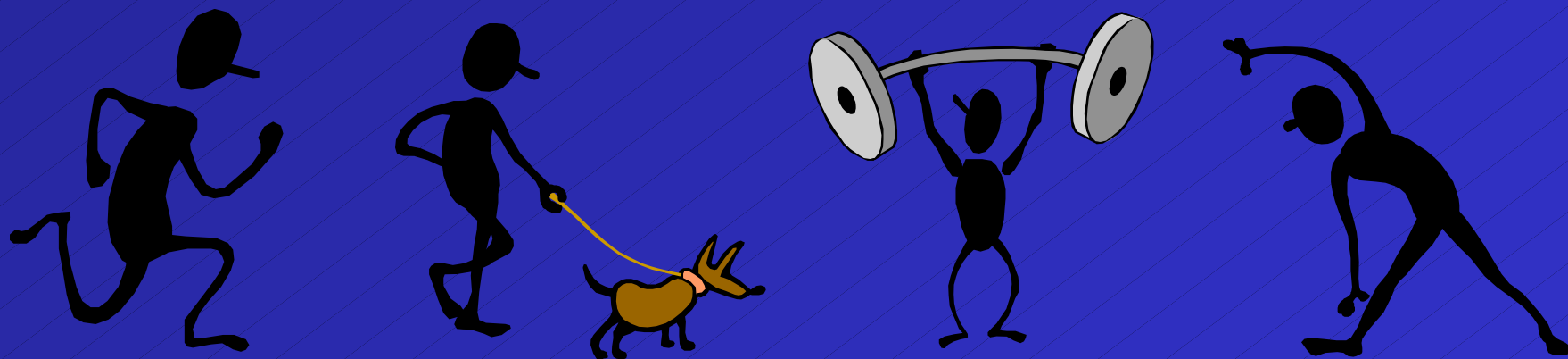


Measuring and Monitoring Activity Levels



FNS National Nutrition Education Conference (2/26/03)
Sarah Levin Martin, Ph.D.
Morehead State University
CDC Division of Nutrition and Physical Activity

Evaluation versus Research



Evaluation

- Controlled by stakeholders
- Flexible design
- Ongoing
- Used to improve programs

Research

- Controlled by investigator
- Tightly controlled design
- Specific timeframe
- Use to further knowledge

Why Evaluate?



- Improve existing programs
- Measure effectiveness
- Demonstrate accountability
- Share effective strategies and lessons learned
- Ensure funding and sustainability

Evaluation is a tool that can both measure and contribute to the success of your program.

Measuring and Monitoring

- Formative: before
- Process: during
- Impact: immediately after
- Outcome: after a while



Formative Assessment Techniques

- Direct observation
- Interview, focus groups
- Secondary data



Disclaimer: the list of techniques is only a sampling

Direct Observation



This can be
done with or
without
equipment
using a trained
observer

Process Evaluation Techniques



- Attendance sheets
- Site visits
- Open-ended interviews
- Infrared light trail counter

Seeking to understand: context, reach, dose delivered, dose received, and fidelity.

Disclaimer: the list of techniques is only a sampling

Infrared Light (trail counter)

An
unobtrusive
device that
can counter
passers-by



Impact Measures



- Activity monitors
- Pedometers
- Heart rate monitors
- Indirect calorimetry / doubly labeled water
- Self-report

Previous Day recall; Four week history;
Global questionnaires; Diaries; short Q.

Disclaimer: the list of measures is only a sampling

Pedometer

An easy to
use
device that
counts
steps taken



Outcome Measures

- Secondary data
- Reassessment of impact measures



Disclaimer: the list of measures is only a sampling



Morbidity and Mortality Weekly Report

September 17, 1999 / 48(RR11);1-40

Framework for Program Evaluation in Public Health

Six Steps for Program Evaluation



1. Engage Stakeholder
2. Describe the program
3. Focus on the evaluation design
4. Gather credible evidence
5. Justify conclusions
6. Ensure us and lessons learned

Step 1: Engage Stakeholders

Why?

- Increase relevance and usefulness of evaluation
- Improve stakeholders' evaluation skills
- Access existing resources and skills
- Increase likelihood that findings will be used
- Gain support for program

Step 2: Describe/Plan the Program



Emphasize: Plan
evaluation & program
from the beginning

Include:

- Stage of development
- Statement of the problem
- Logic model

Step 3: Focus the Evaluation

- Include:
 - Purposes
 - Gain insight
 - Improve a program
 - Assess program effects
 - Uses
 - Evaluation questions
 - Depend on purposes, uses, and stage of program's development



Selecting Evaluation Questions

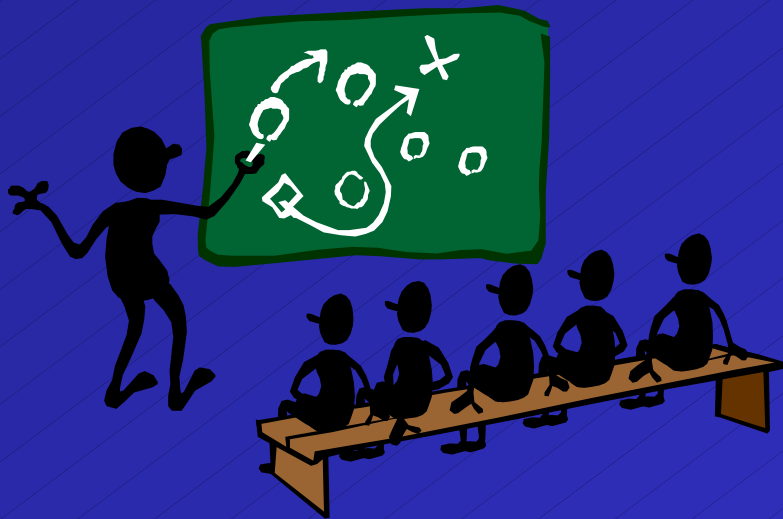


- Who would use the information? What types of decisions could be made with the information?
- Would the answer provide information not currently available?
- Is information important to a major group or several stakeholders?
- Do you have the resources to obtain the information in a reasonable amount of time?

Step 4: Gather Credible Evidence

- What's credible?
- What?
 - Indicators
- Where?
 - People, communities, secondary sources
- How?
 - Interviews, focus groups, observations, surveys, document review, measurements
- Who?
 - Trained staff, graduate students, consultants

Step 5: Justifying Conclusions



- Analyze data
 - Use partnerships!
- Interpret results
 - Use statistics to make practical conclusions about the program
- Make judgements
 - Identify standards set throughout evaluation process

Step 6: Ensure Use and Share Lessons Learned

- Make recommendations based on findings
 - ☒ Action-oriented
 - ☒ Relevant
 - ☒ Useful
- Tailor recommendations for specified users and uses

